

Literacy

Spoken language: listen and respond appropriately to adults and their peers

Ask relevant questions to extend their understanding and knowledge

Use relevant strategies to build their vocabulary

Articulate and justify answers, arguments and opinions

Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings

Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

Reading: read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books read books that are structured in different ways and reading for a range of purposes, increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions

Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context

Ask questions to improve their understanding

Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Writing: Plan their writing discussing and recording ideas Progressively build a varied and rich vocabulary and an increasing range of sentence structures Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

In narratives, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action

Choose nouns or pronouns appropriately within a sentence to avoid repetition or ambiguity

Ensure the consistent and correct use of tense throughout a piece of writing

Physical Development

Health Related Education

Use knowledge of the relationship between the body and exercise to improve various fitness components

Utilise knowledge of technique to perform at an optimum level in different types of throw, jump and run

Football

Display an understanding of fair play, working well with others and leading a medium sized group

Field, defend and attack tactically by anticipating the direction of play

Utilise new skills in competitive situations, as an individual or part of a team

Learn to pass effectively

Learn to shoot effectively

Personal, Social and Emotional Development

PSCHE: Relationships

What makes up a person's identity?

Learn how to recognise and respect similarities and differences between people and what they have in common with others

Know that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies)

Understand how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex)

Learn about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others

Know how to challenge stereotypes and assumptions about others

R.E.: What is faith and does it make a difference?

Pupils should learn:

- what the word 'faith' means in a religious sense
- the importance of religious faith in the well-known figures from history and now
- how faith is shown in action
- how and why choices are made
- moral decisions and their impact
- the influence of faith on other people in society

AUTUMN TERM 1 Activities Medieval Mysteries Year 5

Languages

My school, my subjects

Say adjectives to describe feelings and make an extended sentence to explain feelings.

Say and explain emotions in simple dialogues

Understand how to give simple information about someone in the third person singular (he is called..)

Know at least 5 school subjects nouns

Say sentences about opinion of a school subject

Take part in a class survey about fruit and vegetables preferences

Engage: Create Excilbur Sword Express: Theme day - Medieval Tournament

Understanding of the World

History:

Walt: study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Walt: Use a range of source materials to investigate the symptoms of the Black Death as well as the impact on public life.

Walt: Use historical pictures to identify people from different social classes and investigate how the different classes lived.

Science: Materials

Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets

Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution

Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating

Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic

Demonstrate that dissolving, mixing and changes of state are reversible changes

Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda

Computing: E-Safety

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Mathematics

Please see termly objectives on the Success and Challenge cards

Expressive Art and Design

Art: Drawing

WALT: Use simple rules of perspective for in drawings of figures or buildings.

WALT: Use cross hatching to add tonal detail.

Music

WALT: Explain how different musical elements (pitch, tempo, rhythm, melody and dynamics) have been used to create mood and effects.

WALT: Appreciate and understand high quality music, both live and recorded.

WALT: Recognise and describe music and musical instruments from different periods in history.